

GCSE

SOCIOLOGY

J696

Unit B671: What is Sociology?

Specimen Paper

Time: 1 hour

Candidates answer on the question paper.

Additional materials:

Candidate
Forename

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Candidate
Surname

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Centre
Number

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Candidate
Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 60.

FOR EXAMINER'S USE

A	
B	
TOTAL	

This document consists of **8** printed pages.

Section A - Research methods and evidence

Answer **all** questions.

Source A : Behaviour in Schools

'I conducted unstructured interviews with 50 school students, 25 male and 25 female. The students were of different ages and from different schools across the UK. Each interview lasted about 20 minutes and took place in a school office with a member of staff present.'

This is an extract from one boy's response:

"In my English class it's definitely the girls that behave the worst, they're always chatting and putting on make up, all my mates would agree with me. But it's unfair because they never seem to get in trouble for it. That winds me up."

(Adapted from a University student's research, 2005)

Source B : Behaviour in the Classroom

'I carried out non-participant observation in Year 8 Maths lessons at a school in Leeds. I observed four lessons, sitting at the back and making notes. Each observation lasted 45 minutes.'

This is an extract from the findings:

Boys were seen to be worse behaved than girls in the classroom. They were more likely to swear, mess about and shout out answers. Girls sat at the side of the classroom quietly and were quicker to settle to their work. They were less likely than the boys to ask the teacher for help. The boys were told off and sent out more than the girls.

(Adapted from a University student's research, 2008)

1 Using **Source A** to help you, state whether the following statements (a-d) are **true** or **false**.

Circle the correct answer like this:

TRUE

FALSE

Or

TRUE

FALSE

(a) The method used in Source A is an interview.

TRUE

FALSE

[1]

(b) The data gained from this method would be quantitative.

TRUE

FALSE

[1]

(c) The researcher asked a stratified sample.

TRUE

FALSE

[1]

(d) People were researched from all over the UK.

TRUE

FALSE

[1]

2 Identify and explain **two** reasons why the evidence in **Source A** might not be accurate.

1.

 2.
[4]

3 Identify the research method and size of the sample used in **Source B**

(a) (i) Method:

.....[1]

(ii) Size of sample:

.....[1]

(b) Identify and explain **two** reasons why the evidence in **Source B** might **not** be useful as evidence of **all** behaviour in the classroom.

1.

 2.
[4]

4 Using Source B and your wider sociological knowledge, describe **two** advantages and **two** disadvantages of using non-participant observation as a research method.

(a) Advantages :

1.

 2.
 [2]

(b) Disadvantages:

1.

 2.
 [2]

[Turn over

'Boys behave better at school than girls'

Identify and explain the methods and evidence you would use to investigate this hypothesis.

- What would your first primary method and sample be?
- What would your second primary method and sample be?
- What secondary evidence would you use?
- Explain your research design.

(Explain and justify your methods and evidence; sampling choices; why you have chosen this research design; how the methods and evidence will work together; how your research design will allow you to meet the aims of the research)

..... [12]

Section A Total [30]

Section B - Key Concepts in Sociology

Answer **all** questions.

5 Look at the diagram below.

Match the key sociological concept with an arrow to the correct definition.

(The first one is done for you.)

Key Concept**Definition**

NORM

ACCEPTED AND EXPECTED BEHAVIOUR IN A
SPECIFIC SITUATION

PRIMARY
SOCIALISATION

WHEN THE PART YOU ARE PLAYING CLASHES
WITH ANOTHER PART THAT YOU ARE
EXPECTED TO PLAY

VALUES

THIS TAKES PLACE IN THE FIRST FIVE YEARS
OF LIFE AND IS USUALLY CARRIED OUT BY
PARENTS

ASCRIBED STATUS

THE POSITION WE ARE BORN INTO, THIS IS BY
AND LARGE FIXED

ROLE CONFLICT

THINGS THAT WE CONSIDER TO BE IMPORTANT

[4]

[Turn over

Source C - Socialisation



6 Answer the following questions using **Source C** to help you.

(a) What agency of socialisation is shown by the pictures in Source C?

.....[1]

(b) What stage of socialisation is this?

.....[1]

(c) Identify and explain **two** ways the mass media might socialise a person into their gender identity.

1.....

.....

2.....

.....[4]

(d) Identify and explain **two** stereotypes of males found in the mass media.

1.....

.....

2.....

.....[4]

- 7 (a) Using your wider sociological knowledge, identify and describe **one** formal agency of social control.

.....[2]

- (b)** Using your wider sociological knowledge, identify and describe **one** subculture.

.....[2]

- 8** 'The peer group is the most effective agency of socialisation'.

Evaluate the arguments **for** and **against** this claim.

[12]

Section B Total [30]

Paper Total [60]

SPECIMEN

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The maximum mark for this paper is 60.

SPECIMEN

Section A - Research methods and evidence		
Question Number	Answer	Max Mark
1	Using Source A to help you, state whether the following statements (a-d) are true or false.	
1(a)	<p>The method used in Source A is an interview</p> <p>One mark for the correct identification</p> <p>True</p>	[1]
1(b)	<p>The data gained from this method would be quantitative</p> <p>One mark for the correct identification</p> <p>False</p>	[1]
1(c)	<p>The researcher asked a stratified sample</p> <p>One mark for the correct identification</p> <p>True</p>	[1]
1(d)	<p>People were researched from all over the country</p> <p>One mark for the correct identification</p> <p>True</p>	[1]
2	<p>Identify and explain two reason why the evidence in Source A might not be accurate</p> <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>One mark for a correct identification of a reason why the evidence in source A might not be accurate</p> <p>Two marks for two correct identifications of a reason why the evidence in source A might not be accurate</p> <p>One mark for an accurate explanation of why this reason may not be accurate</p> <p>Two marks for two accurate explanations of why the reasons may not be accurate</p> <p>Four marks maximum</p> <p>Two from:</p> <ul style="list-style-type: none"> • adapted source, may not be accurate • one boy's opinion, may be biased • the unstructured nature of the interview may have resulted in the interviewee being led by the interviewer and so not speaking the truth • member of staff being present may have affected the validity of the interviewees response • interviewer bias 	

Section A - Research methods and evidence		
Question Number	Answer	Max Mark
2 cont'd	<ul style="list-style-type: none"> conducting the interview in a school office (formal setting) may have reduced the validity of the interviewees response may contain recording error i.e. evidence omitted/changed/problems of transcription student sociologist may not have conducted the research particularly well due to lack of experience may contain bias in analysis and interpretation other reasonable response 	[4]
3	<p>Identify the research method and size of the sample used in Source B</p> <p>Method: One mark for the correct identification Non-participant observation</p>	[1]
3(a)(i)		
3(a)(ii)	<p>Size of Sample: One mark for the correct identification 4 observations</p>	[1]
3(b)	<p>Identify and explain two reasons why the evidence in Source B might not be useful as evidence of all behaviour in the classroom.</p> <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>One mark for a correct identification of a reason why the evidence in source A might not be accurate</p> <p>Two marks for two correct identifications of a reason why the evidence in source A might not be accurate</p> <p>One mark for an accurate explanation of why this reason may not be accurate</p> <p>Two marks for two accurate explanations of why the reasons may not be accurate</p> <p>Four marks maximum Two from:</p> <ul style="list-style-type: none"> small sample size, only four observations, not generaliseable all observations done in one school (Leeds – city), not applicable to all schools in different areas all observations done with year 8 – does not represent all classroom behaviour all observations done in Maths lessons – does not represent behaviour in all subjects 	

Section A - Research methods and evidence		
Question Number	Answer	Max Mark
3(b) cont'd	<ul style="list-style-type: none"> one researcher's interpretation only therefore cant be generalised to apply to all classrooms no information about the ability levels of the students, this may well affect the results other reasonable response 	[4]
4	<p>Using Source B and your wider sociological knowledge, describe two advantages and two disadvantages of using non-participant observation as a research method.</p> <p>4(a) Advantage</p> <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>One mark for a correct identification and description of an advantage</p> <p>Two marks for two correct identifications and descriptions of two advantages</p> <p>2 marks maximum.</p> <p>Two from:</p> <ul style="list-style-type: none"> you don't have to rely on other people's findings and data (may be biased), you can see things for yourself (better validity) as the research is non-participant the researcher is unlikely to be put into a dangerous or unethical situation less likely to get drawn into the behaviour than in a participant observation, so will remain more objective other reasonable response 	[2]
4(b)	<p>Disadvantage</p> <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>One mark for a correct identification and description of a disadvantage</p> <p>Two marks for two correct identifications and descriptions of two disadvantages</p> <p>2 marks max</p> <p>Two from:</p> <ul style="list-style-type: none"> researcher's presence may affect the behaviour of those under observation so reducing validity being non-participant makes it difficult for the researcher to see and understand things as the research subjects do other reasonable response 	[2]

Section A - Research methods and evidence		
Question Number	Answer	Max Mark
5	<p>Boys behave better at school than girls'</p> <p>Identify and explain the methods and evidence you would use to investigate this hypothesis.</p> <ul style="list-style-type: none"> • What would your first primary method and sample be? • What would your second primary method and sample be? • What secondary evidence would you use? • Explain your research design. <p>(explain and justify your methods and evidence ; sampling choices; why you have chosen this research design ; how the methods and evidence will work together ; how your research design will allow you to meet the aims of the research).</p> <p>Candidates may identify the following:</p> <p>Aspects to measure/operationalise are:</p> <ul style="list-style-type: none"> • 'behave' ; 'school' ; 'boys and girls' • the research should compare the two ; • other reasonable response. <p>Possible Methods:</p> <ul style="list-style-type: none"> • Interviews • Questionnaires • Surveys • Observation • Participant Observation • Case Studies • Other suitable method. <p>Possible types of Evidence:</p> <ul style="list-style-type: none"> • Official and other statistics (gender based) • Previous sociological and other research • Media material eg documentary on gendered behaviour in school • Diaries eg of school students or teachers • Other suitable evidence. <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>Level 1 [1-4 marks]</p> <p>Candidates reveal a limited knowledge of appropriate research methods and evidence.</p> <p>Candidates understanding of the context of the investigation is limited.</p> <p>Candidates analyse and evaluate their choices of methods and evidence in a limited way.</p>	

Section A - Research methods and evidence		
Question Number	Answer	Max Mark
5 cont'd	<p><i>Typically a 1-2 mark answer will refer to only one relevant method and sample or piece of evidence. A 3-4 mark answer will typically refer to one relevant primary method and sample and one relevant piece of secondary evidence.</i></p> <p><i>Typically answers will make little reference to the specific area of investigation.</i></p> <p><i>Typically there will be few reasons provided for their choice of methods and evidence. Candidates are likely to describe the research process rather than justify and evaluate their methodological decisions.</i></p> <p>There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p>Level 2 [5-8 marks]</p> <p>Candidates reveal a basic knowledge of appropriate research methods and evidence.</p> <p>Candidates understanding of the context of the investigation is basic.</p> <p>Candidates analyse and evaluate their choices of methods and evidence in a basic way.</p> <p><i>Typically a 5-6 mark answer will refer to two relevant primary methods and samples and one relevant piece of evidence. Typically a 7-8 mark answer will do the former but is also likely to give some additional information i.e. using sociological terms to describe some choice of samples (i.e. stratified by age and gender) ; giving some extra methodological details (i.e. unstructured interview rather than just interview).</i></p> <p><i>Typically answers will make some reference to the specific area of investigation.</i></p> <p><i>Typically candidates will provide some reasons for their choice of methods and evidence. This will go beyond description of the research process. Sociological understanding will be evident although they may not use sociological terminology and concepts. Some candidates will deal with less than the required number of methods/evidence well, whilst others will deal with the required amount but with less success. If only one relevant method/piece of evidence is justified/evaluated (although more than one will typically be described) score max 6 marks.</i></p> <p>There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p>	

Section A - Research methods and evidence		
Question Number	Answer	Max Mark
5 cont'd	<p>Level 3 [9-12 marks]</p> <p>Candidates reveal a good knowledge of appropriate research methods and evidence.</p> <p>Candidates understanding of the context of the investigation is good.</p> <p>Candidates analyse and evaluate their choices of methods and evidence in a good way.</p> <p><i>Typically a 9 mark answer will give an almost full description of the selected methods and evidence – additional information needed for all methods and evidence, but this does not need to be on both sampling and method. Typically a 12 mark answer will give additional information for both primary methods and evidence i.e. a full response. This needs to be on both sampling and method.</i></p> <p><i>Typically answers will make frequent reference to both the specific area of investigation and to the particular aims needed by a researcher to successfully investigate the hypothesis.</i></p> <p><i>Typically candidates will use sociological terminology and concepts within this level. Expect reference to such terms as quantitative/qualitative data and why this is required. Similarly, expect reference and discussion of such terms as bias, representativeness, validity etc. Candidates must justify/evaluate 2 relevant methods and a piece of evidence to score within this level and these must be discussed within the specific context of the question – a general justification for a methods use should not be placed in the top level, however good it may be.</i></p> <p>Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p>	[12]
Section A Total		[30]

Section B - Key Concepts in Sociology		
Question Number	Answer	Max Mark
6	<p>Look at the diagram below.</p> <p>Match the key sociological concept with an arrow to the correct definition.</p> <p>PRIMARY SOCIALISATION – This takes place in the first 5 years of life and is usually carried out by parents</p> <p>VALUES – things that we consider to be important</p> <p>ASCRIBED STATUS – position we are born into, this is by and large fixed</p> <p>ROLE CONFLICT – when the part you are playing clashes with another part that you are expected to play</p>	[4]
7	<p>Answer the following questions using Source C to help you.</p>	
7(a)	<p>What agency of socialisation is shown by the pictures in Source C?</p> <p>Mass Media</p>	[1]
7(b)	<p>What stage of socialisation is this?</p> <p>Secondary</p>	[1]
7(c)	<p>Identify and explain two ways the mass media might socialise a person into their gender identity.</p> <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>One mark for one correct identification of a way the mass media might socialise a person into their gender identity.</p> <p>Two marks for two correct identifications of ways the mass media might socialise a person into their gender identity.</p> <p>One mark for one accurate explanation of a way the mass media might socialise a person into their gender identity.</p> <p>Two marks for two accurate explanations of ways the mass media might socialise a person into their gender identity.</p> <p>A maximum of four marks</p> <p>Two from:</p> <ul style="list-style-type: none"> • role models/copycat behaviour • norms/values • clothing • roles (public and/or private sphere) • status • stereotypes – masculinity and/or femininity • sexual behaviour • interests/activities/hobbies • work/employment • other reasonable response 	[4]

Section B - Key Concepts in Sociology		
Question Number	Answer	Max Mark
7(d)	<p>Identify and explain two stereotypes of males found in the mass media.</p> <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>One mark for one correct identification of a male stereotype found in the mass media</p> <p>Two marks for two correct identifications of males stereotypes found in the mass media</p> <p>One mark for one accurate explanation of a stereotype of males found in the mass media, applying knowledge and understanding from relevant media contexts</p> <p>Two marks for two accurate explanations of stereotypes of males found in the mass media, applying knowledge and understanding from relevant media contexts</p> <p>A maximum of four marks</p> <p>Two from:</p> <ul style="list-style-type: none"> • provider • protector • strong/physical build • unemotional • businessman • manual work • powerful • sport/action • hero/saviour • other reasonable response 	[4]

Section B - Key Concepts in Sociology		
Question Number	Answer	Max Mark
8(a)	<p>Using your wider sociological knowledge, identify and describe one formal agency of social control.</p> <p>1 mark for correctly recalling and identifying one formal agency of social control.</p> <p>1 mark for giving a relevant description of one formal agency of social control.</p> <p>One from:</p> <ul style="list-style-type: none"> • police force • judiciary • prison service • Houses of Parliament/the legislature • other reasonable response. 	[2]
8(b)	<p>Using your wider sociological knowledge, identify and describe one subculture.</p> <p>1 mark for correctly recalling and identifying one subculture</p> <p>1 mark for giving a relevant description of one subculture</p> <p>One from:</p> <ul style="list-style-type: none"> • youth subcultures i.e. Goths, Mods, Punks • criminal subcultures i.e. gangs, drug users • lifestyle subcultures i.e. travellers, religious groups • other reasonable response 	
9	<p>‘The peer group is the most effective agency of socialisation’.</p> <p>Evaluate the arguments for and against this claim.</p> <p>Candidates may make reference to some of the following ideas in constructing their supporting arguments.</p> <p>Arguments for:</p> <ul style="list-style-type: none"> • peer pressure • need to fit in and conform • peers are the biggest influence on the socialisation of young people • peer group can alter earlier primary socialisation • spend a lot of time with peer group i.e. during education/leisure • need for peer group approval • subcultural influences, norms and values • gang culture • copycat behaviour/imitation • any other reasonable response 	

Section B - Key Concepts in Sociology		
Question Number	Answer	Max Mark
9cont'd	<p>Candidates may make reference to some of the following ideas when evaluating against the claim.</p> <p>Arguments against:</p> <ul style="list-style-type: none"> • other agencies have just as much influence on socialisation • mass media is very influential in a post-modern society - easy access, easy availability, all around us. May also make reference to specific media effects theories here • religion is still a very strong influence on some individual's socialisation, especially for some ethnic minority groups • increased length of time spent in education (via nurseries, after school clubs and further/higher education) makes this a very important agency of socialisation • family is still the crucial agency when it comes to socialisation, may mention manipulation and canalisation here, re gendered socialisation processes • peer group may lose its importance as individuals grow older ie importance depends on the age of the individual concerned • workplace may be a very important agency of socialisation for adults • importance of any agency of socialisation is likely to depend upon the class, gender, ethnicity of the individual • any other reasonable response. <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>Level 1 [1-4 marks]</p> <p>Candidates reveal a limited knowledge of the effectiveness of the peer group as an agency of socialisation.</p> <p>Candidates apply limited knowledge and examples to the question.</p> <p>Candidates analyse and evaluate the debate in a limited way.</p> <p>Information and evidence is presented with some lack of clarity and inaccuracy. Arguments and points are interpreted simply.</p> <p><i>Typically answers will have implicit sociological ideas or be based on common sense.</i></p> <p><i>Typically answers will only discuss the peer group and so will be limited in range. If more agencies of socialisation are referred to, these are likely to be dealt with in a simple, list-like manner.</i></p> <p><i>Typically evaluation will be narrow or not directly relevant. Candidates may refer only to the peer group and so will make limited points about how effective it is as an agency of socialisation.</i></p>	

Section B - Key Concepts in Sociology		
Question Number	Answer	Max Mark
9 cont'd	<p>There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p>Level 2 [5-8 marks]</p> <p>Candidates reveal a basic knowledge of the effectiveness of the peer group as an agency of socialisation.</p> <p>Candidates apply basic knowledge and examples to the question.</p> <p>Candidates analyse and evaluate the debate in a basic way. Relevant information and evidence is presented and meaning is generally clear.</p> <p><i>Typically answers will contain sociological ideas but without sociological language.</i></p> <p><i>Typically answers will discuss more than one agency of socialisation and will show how people are socialised by the agencies.</i></p> <p><i>Typically evaluation will consider more than one agency of socialisation in a basic way. Evaluation is likely to be simple (i.e. for and against juxtaposition). At the top of the level expect points to be clear and relevant and focused on the effectiveness of the agency.</i></p> <p>There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p> <p>Level 3 [9-12 marks]</p> <p>Candidates reveal a good knowledge of the effectiveness of the peer group as an agency of socialisation.</p> <p>Candidates apply good knowledge and examples to the question.</p> <p>Candidates analyse and evaluate the debate in a good way. A wide range of evidence and information is used to critically support substantiated arguments and conclusions in relation to the issue. Meaning is clear.</p> <p><i>Typically answers will contain a range of sociological ideas and language throughout.</i></p> <p><i>Typically answers will discuss a range of agencies of socialisation and will show how people are socialised by these agencies.</i></p>	

Section B - Key Concepts in Sociology		
Question Number	Answer	Max Mark
9 cont'd	<p><i>Answers must focus directly on whether or not the peer group is the most effective agency of socialisation. At the bottom of the level, typically expect an introduction or a conclusion, at the top of the level typically expect both. These should help to clarify and inform the debate and should accompany either a wide range of juxtaposed points or a sustained critical evaluation.</i></p> <p>Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p>	[12]
Section B Total		[30]
Paper Total		[60]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1(a)		1		1
1(b)		1		1
1(c)		1		1
1(d)		1		1
2(a)	2	2		4
3(a)(i)		1		1
3(a)(ii)		1		1
3(b)	2	2		4
4(a)	2			2
4(b)	2			2
5(c)	2	4	6	12
6(a)	1			1
6(b)	1			1
6(c)	1			1
6(d)	1			1
7(a)	1			1
7(b)	1			1
7(c)	2	2		4
7(d)	2	2		4
8(a)	2			2
8(b)	2			2
9	2	4	6	12
Total	26	22	12	60